Instructor Information: Dr. Isla A. Schuchs Carr, Assistant Professor of Public Administration

Office Location: 304 Bay Hall; Office Phone Number: (361) 825-2215

Office Hours: Monday and Wednesday 11:30 AM-1:15 PM, and Thursday 5-6:30 PM, or by appointment.

E-mail Address: isla.schuchscarr@tamucc.edu (preferred method of contact)

Course Information: This course meets in OCNR 255 on Thursday evenings from 7-9:30 PM, with between 51-75% of the course content taught face-to-face and between 25-49% of the course content taught online.

Course Description: This class looks at the relationship of politics and administration from the perspective of public policy. It examines the influence of administration and bureaucracy, legislative bodies, parties, political leadership, interest groups and other forces in the formation and execution of public policy in various levels of American government. The study of public policy is intended to offer every citizen an understanding of the various and vast roles played by the different branches of the U.S. federal government as well as by state, county, and local governments in various areas of contemporary American life. It is also a field that focuses on the priorities of American society as portrayed in the public policy choices that elected representatives make on the part of citizens and the size of different interest groups that advocate on behalf of particular policy goals. This course looks at the process of making public policy from beginning to end and in a wide array of particular policy areas that are of importance to contemporary American society. Moreover, because the process of public policymaking is best explored by examining particular instances of public debate over a wide array of specific policy areas, this course will adopt a case study approach to explore particular topics.

Course Materials: The following textbooks are required. Any additional readings and/or educational videos will be posted in Blackboard or can be accessed through the library online catalog.


For more information on ordering the required texts, visit the university bookstore.
Website: Your class will be using the Blackboard platform. If you have trouble with your log-in to Blackboard, please contact Island Online Support:

Hours of Operation: -- 8:00 A.M. to 10:00 P.M. Every day (U.S. Central)
By Phone: 361-825-2825 (Local); 1-866-353-2491 (Long Distance)
By E-mail: islandonline@tamucc.edu

In order to take this course, you must:

- Have regular access to a computer and broadband Internet access.
- Have a familiarity with the Blackboard course management system.
- Have the ability and permission to install plug-ins (e.g. Adobe Reader or Flash) and software.
- Have the ability to download and save files and documents to a computer.
- Have the ability to create, save, open and edit Microsoft Office files and documents (.doc, .docx, .ppt, .pptx, .xls, .xlsx, etc.).

Student Learning Outcomes:
This course is designed to assist you in mastering specific competencies identified by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). The NASPAA competency addressed in this course is to participate in and contribute to the policy making process

By the end of the course, students will be able to:

1. Analyze, synthesize, think critically, solve problems, and make decisions about the role of public administrators in the analysis, formulation, implementation and evaluation of public policies at the national, state and local level of government.
2. Explain the major stages of the policy process, and the actors involved in the policy process at all levels of government.
3. Evaluate public policy issues (strengths and weaknesses) and to think critically about the criteria used for evaluation.
4. Analyze the various political, social, economic, military, legal, and ethical goals and cultural values that form the basis of policymaking decisions.
5. Identify key debates in contemporary American public policy as well as the issues at stake and the arguments advanced by each side of the debate

Course Requirements: Students may earn a total of 500 possible points throughout the course by completing the following assessments.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Due Date</th>
<th>Possible Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Class Participation Events</td>
<td>On-going</td>
<td>10 pts each for 200 pts total</td>
</tr>
<tr>
<td>Midterm Exam/Exam 01</td>
<td>October 17th</td>
<td>100</td>
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<tr>
<td>Assignment 1</td>
<td>October 10th</td>
<td>25</td>
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<td>Assignment 2</td>
<td>October 31st</td>
<td>25</td>
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<td>Assignment 3</td>
<td>November 21st</td>
<td>25</td>
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<td>Assignment 4</td>
<td>December 12th</td>
<td>25</td>
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<tr>
<td>Public Policy Analysis Paper</td>
<td>December 3rd (5th)</td>
<td>100</td>
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<tr>
<td>Total</td>
<td></td>
<td>500</td>
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</table>
Grading Scale:
A  90-100%  449-500 points
B  80-89%  398-448 points
C  70-79%  348-397 points
D  60-69%  298-347 points
F  59% and below  297 and below

All assignments must be turned in using the appropriate Backboard assignment portal. Acceptance of late hand-ins or postings is at the sole discretion of the instructor. Points will be deducted for late hand-ins.

Class Participation Events [200 pts—40%] This course is considered a hybrid class. We will have numerous discussions of the readings on-line via the course Discussion Board, but also will hold in-class meeting throughout the semester. Discussion and interaction with your classmates, both in class and online, are major components of your learning in this class. Sharing your past experiences and offering different viewpoints is the means by which we all learn. Participation in class by way of in-class appearance as well as analysis and comments of the readings is expected and the degree that you do so will determine the amount of points you earn for that class meeting.

In each of the online discussions, you are required to post ONE response to the discussion topic and respond to at least TWO student or instructor posts for each discussion topic (THREE posts minimum per discussion topic). Responses to the initial questions must be posted by THURSDAY before the final due date. Responses to subsequent student and instructor posts should be posted by SUNDAY, the marked due date. The quality of your posts and responses will be evaluated to determine your discussion grade (10 points possible per discussion topic).

Discussion posts and responses should be thorough, critical, and well written. Make sure to provide complete references (in APA) for authors you cite in the body of your response, including the textbook. When you use a direct quote, paraphrase or refer to a specific page or section of the textbook you must include a page number in the citation. Make sure references are correctly cited in APA, including websites. You need to provide the correct website link in APA so that it is easy for your classmates (and me) to locate. Whenever possible, apply textbook concepts to real world issues. I encourage you to provide examples and experiences from the real world; your own experiences, something you read in the news, etc. A more familiar, conversational tone is acceptable (unlike papers which require a more academic or professional tone). However, make sure to proofread your responses prior to posting. Look for spelling and grammatical errors. You are encouraged to critically examine what you read!

In class participation will be graded based on your participation in class. You cannot simply attend class and expect to earn full class participation points. In addition, points will be deducted for violating the course policies (listed on page 6 of this syllabus document). If you are sitting in class eating or playing on snapchat, you are not actively participating, and I will make note of distracting behaviors like these and they will count as deductions towards your class participation grade. Also, in class commentary must be on topic and correct in order for it to count (positively) toward your class participation grade.

Rubrics (in PDF format) for both online and in-class discussion CPE grades are available on the course Blackboard site, under the “Rubrics” link in the blue banner to the left of the screen. I encourage you to review these rubrics in order to make sure you are prepared for both types of discussions.
Midterm Exam [100 pts—20%] The exam consists of multiple choice, short answer, listing and discussion questions. Questions on the exams will be drawn from the required readings and my lectures. There will be a study guide for the open-ended questions and students are encouraged to take the weekly chapter quizzes (K&F student resources website) to study and prepare for the multiple-choice questions.

Policy Paper (100 pts—20%) Each student will write a 12-15 page double-spaced public policy paper related to the work they have investigated during this semester. (Students should use 12-point Times New Roman or 11-point Calibri fonts with one-inch margins). The 12-page minimum page limit does not include the cover page, bibliography, appendices, or other reference information. The expectation is that there will be a minimum of 15 scholarly sources cited in the paper. Students should write in a manner that emphasizes clarity and efficiency of presentation. All students should follow the Bardach Method (8-Steps) to frame up your policy paper. Individual papers must be submitted via the Blackboard assignment portal.

Each research paper should include:
- A. A cover page and a clear introduction to focus the reader, present what the paper is about, and outline its organization.
- B. A body with a logical and clear organizational structure that engages the topic and relevant issues including recommendations and/or implications for practicing administrators.
- C. A conclusion that summarizes what was said in the paper.
- D. A reference section fully adhering to APA format.

To complete your 12-15 page public policy paper, you will complete four different assignments throughout the semester. Each individual assignment will assist you with completing the final paper. All assignments are listed below. Your research paper is compiling the first three assignments into ONE COHERENT DOCUMENT. Make sure that the final product flows from section to section and is not separate parts compiled into one document. Embedded within your paper and following the Bardach Method (8- steps) framework, you will have your policy problem (parts from Assignment 1); your review of relevant literature; your policy solution analysis (parts from Assignment 3) and your final policy recommendation; along with your reference sheet (Assignment 2).

Assignment 1: Provide Instructor with proposed policy problem. Make sure to define the scope and depth of the problem with data (25 pts). Each student will write a 2-4 page memo answering at least 4 of the questions listed below. You can provide relevant graphs or data tables to report your findings in your memo. Please report the source of the data in the list of references. As in APA format, all graphs, tables should be attached at the end of your document in an appendix and only referenced in the body of the memo. Provide empirical evidence and make sure you cite your references throughout the memo. You may use secondary sources (i.e. policy briefs, newspapers or magazine articles). Please provide a list of references at the end of your brief. Here is link (copy and paste it in a new browser window) to an example of an APA style memo:
https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html.

Questions to answer:
1. How many (or what percent of) individuals or households are currently affected?
2. How much has the problem increased in the last 5 years, 10 years? (track the rate of change
for the smallest increment available, i.e. monthly, annually, etc.)
3. Is the entire city/state/nation affected, or is the problem more intense in certain areas or among certain groups? What are the costs of the problem for the city/state/nation?
4. How does the severity of the problem in this city/state/nation compare to at least 2 other cities/states/nations?

Assignment 2: Provide Instructor with working bibliography of research topic of at least 15 sources of research about your problem (25 pts).
Each student shall upload a word document or PDF file containing a 2-3 page reference list of AT LEAST 15 sources about your research problem. Your fifteen sources must either be all peer reviewed materials (peer reviewed journal articles, edited book volumes—your text books could also count here) or a mix of peer reviewed sources (minimum of ten) and government published studies or statistical data sets (such as U.S. Census Bureau or Bureau of Labor and Statistics publications or tables). You may include other sources that are not peer reviewed or government published, but they will not count toward the 15 required for this assignment. Make sure that you follow the APA format for a reference section of a paper (with the exception of placing your name either in the header or top of the first page).

If you have trouble finding peer reviewed or government published materials, I encourage you visit the library help desk (now called "Ask Us" on the main floor of the library or e-mail our departments reference librarian, Jennifer Anderson (Jennifer.Anderson@tamucc.edu). There is even a “chat with a librarian” feature, that you can utilize on the library website (https://guides.library.tamucc.edu/gettinghelp).

Assignment 3: Policy Solution Analysis for the proposed policy problem (25pts.)
Each student shall write a 3-5 page memo (see written work guidelines below) answering the questions below. You can provide relevant graphs or data tables to report your findings in your memo. Please report the source of the data in the list of references. At this point in time all graphs, tables should be attached at the end of your document in an appendix and only referenced in the body of the memo. Provide empirical evidence and make sure you cite your references throughout the memo. You may use secondary sources (i.e. policy briefs, newspapers or magazine articles). Please provide a list of references at the end of your brief.

Questions to answer:
1. Describe two examples of policy solutions to your problem. Where have they been tried? Has either one proven to be successful?
2. Briefly assess whether either proposal could be applied in your context. Why? Why not?

Assignment 4: PowerPoint Presentation: (25 pts).
Each student will summarize his/her paper and present it using PowerPoint or similar presentation method. The rubric for grading will be posted on Blackboard.

Note: This syllabus is subject to change. Students will be notified of any changes via e-mail and the most recent edition of this course syllabus will be posted of the course Blackboard site. Syllabi are not original works solely written by Dr. Schuchs Carr and many elements of this syllabus have been adapted for my use from my colleagues, other universities, and additional professional resources.
**Course Policies:**

1. In order for us, as a class, to maturely discuss controversial issues you must respect the opinions and values held by others. Disagreement is allowed. Disrespect will not be tolerated.

2. Do not cheat or plagiarize. I will strongly enforce the University's academic misconduct policies (for more information see section on academic misconduct). Collaboration or discussion about individual assignments with other persons other than your instructor or other persons approved by your instructor is considered cheating.

3. I will regularly post information (grades, assignment information, announcements, etc) on the course website. Please check this on a regular basis. Remember that Blackboard sends emails to students’ Islander accounts. Check that account regularly. Students are responsible for forwarding their Islander email to their preferred address if they do not use their Islander email. Course email announcements are archived in Blackboard for your reference as well.

4. Technological advances have made many of our lives easier, however, it can also be an unwelcome distraction. Put your cell phones on silent or vibrate and put away all electronic devices unless you are using them for timekeeping, notetaking, or we are using them in class for another educational purpose.

5. I expect you to not act as a disruption or distraction to others in the room. Please refrain from talking that is not part of class discussions, or other disruptive behavior. If you cannot behave in a respectful manner and/or are acting as a disruption, you will be asked to leave, and you will be counted absent.

6. Students may have beverages in class; however, eating is not allowed in classroom. You are expected to dispose of your trash properly. Students who must eat due to health reasons should contact the instructor prior to class to discuss their situation so that appropriate arrangements can be made as necessary.

7. Students **may not** make audio or video recordings of any course activity unless the student has an approved accommodation from the Office of Disability Services permitting the recording of class meetings. In such cases, the accommodation letter must be presented to the instructor in advance of any recording being done and all students in the course will be notified whenever recording will be taking place. Students who are permitted to record classes are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Distribution without permission is a violation of educational privacy law.

**Attendance:** Attendance will be taken at each physical class meeting within the first 5 minutes of class. If you come in late there is no guarantee you will be marked present for that class date. If you are late, meet with me after class and I will mark you late instead of absent. If you leave early, without permission, I will also either mark you absent or late depending on how long you attended. If you know you must leave class early or will arrive late for some pre-determined reason, please let me know before class begins (although this does not mean I will excuse your absence). It is very important that you are present and that you keep up with your reading and assignments. I will not drop any students from my roster for non-attendance.
Nettiquette: When you contact me via e-mail make sure to include your first, last name, and course name or number. With three separate courses, and some of you in multiple courses I teach, knowing this information will make it easier (and quicker) for me to respond to your e-mail. Every e-mail should have an appropriate subject title and should be from your Islander email account. I will not respond to emails sent from personal email accounts. If you do not get a reply after two business days (not counting weekends) then make sure you followed these basic netiquette rules before contacting me again. I will ignore unprofessional e-mails.

Late Assignments: I only accept late assignments with a valid university excuse, additional documentation such as a doctor’s excuse, or for a reduced assignment grade. Late submissions will be subject to a ten-percentage points deduction per day late. If an assignment is due in class, any submissions turned in after class has started are considered one day late. Class Participation Events are not subject to the same late assignment policy and will not be accepted past the activity class meeting/online deadline.

Texas A&M University Corpus Christi Policies:

Academic Advising

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an ‘F’ on the assignment in question and a warning from the professor for a first offense in any courses also taught by Dr. Schuchs Carr. The second offense will result in an ‘F’ in the course a referral to the university for further disciplinary action.

Academic Honesty/Plagiarism

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.
When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA. Each student will be expected to complete the CITI Plagiarism Module and upload the certificate during the first two weeks of class.

**Classroom/Professional Behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

**Veterans**

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816. Veterans can find more information online at http://vets.tamucc.edu/. Please also communicate with your instructor for assistance.

**Student Caregivers**

If you have caregiving responsibilities (e.g., parent of a child or care for elderly parents) and you anticipate scheduling difficulties, please discuss this at the beginning of the semester with the instructor to work out an appropriate strategy and keep in regular touch during the semester.

**Part-time or Full-time Employed Students**

If you anticipate scheduling conflicts or workload difficulties, please discuss your questions, concerns, and potential solutions with the instructor at the beginning of the semester and keep in regular touch during the semester.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT
automatically result in your being dropped from the class. **November 8th** is the last day to drop a class with an automatic grade of “W” this term. View the academic calendar for a full detailed schedule of events for the semester, if necessary.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**Inclusive Excellence:** The Master of Public Administration Program is committed to University Values as stated in the Momentum 20/20 Strategic Plan. We value inclusion, “to foster an environment of mutual respect that values and engages diverse people, ideas, views, and practices.” With the University, the Program believes “we must foster a campus climate with an ethos of respect, inclusion, empowerment, shared responsibility and social justice for all.”

**Mandatory Reporting:** Our University is committed to preserving a safe and welcoming educational environment for all students. As part of this effort, I have an obligation to report certain issues relating to the health and safety of campus community members. I must report to the appropriate University officials any allegation of discrimination or harassment. Sexual misconduct, which includes sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and sexual exploitation, is considered a form of discrimination. In addition to reporting all discrimination and harassment claims, I must report all allegations of dating violence or domestic violence, child abuse or neglect, and/or credible threats of harm to yourself or others. Such reports may trigger contact from a University official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like more information, you may reach the Title IX Coordinator: Samuel Ramirez, 361-825-2765 or [samuel.ramirez@tamucc.edu](mailto:samuel.ramirez@tamucc.edu); or the Title IX Deputy Coordinator: Rosie Ruiz, 361-825-5826 or [rosie.ruiz@tamucc.edu](mailto:rosie.ruiz@tamucc.edu).

If you have been a victim of sexual assault or sexual harassment, contact:
- University Police Department: 361-825-4444
- File an online complaint: [File a Complaint](http://cla.tamucc.edu/about/student-resources.html)
- Notify the Title IX coordinator: 361-825-2765

The University Police Department has a crime victim’s advocate that can assist you. You can also contact the University Counseling and/or the University Health Center as appropriate. The University Counseling offers some confidential resources: [http://counseling.tamucc.edu/](http://counseling.tamucc.edu/).
Further information may be found on the University web site: http://edcs.tamucc.edu/titleIX/

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student. Dr. Schuchs Carr will request this information from you in a Qualtrics Survey she will provide a link to under “Week 01” on the course Blackboard site. If this information changes during the semester, it is your responsibility to update Dr. Schuchs Carr with your new information.

**Other Campus Services**

**Office of the Dean of Students:** supporting students who may need assistance in resolving complex personal and academic matters (361-825-2612, https://studentaffairs.tamucc.edu/Contact%20Us.html, University Center 318).

**University Counseling Center:** provides counseling, consultation, and educational outreach to students experiencing stress due to academic, personal or career issues (361-825-2703, http://counseling.tamucc.edu, Driftwood Building).

The Counseling Center is now offering TAO, a mobile friendly set of tools available 24/7 to help you feel better and manage your stress. Register now with your Islander email at http://counseling.tamucc.edu and download the TAO app to get started.

**University Health Center:** supports students’ by treating illness, promoting wellness, and educating students about health-related concerns (361-825-2601, healthcenter.tamucc.edu, Sandpiper Building).

**Career Services:** helps students explore, select, prepare for, and pursue employment and careers (361-825-2628, career-services.tamucc.edu, University Center 304).

**CASA and the Writing Center:** provides academic support services and the Writing Center assists with any type of writing project by appointment and walk-ins (https://casa.tamucc.edu/, Glasscock Center 112).

**Izzy’s Food Pantry:** In partnership with the Coastal Bend Food Bank (formerly the Food Bank of Corpus Christi,) Izzy’s Food Pantry strives to provide food assistance for currently enrolled Texas A&M-Corpus Christi students in need (http://seas.tamucc.edu/FoodPantry/ University Center 204).

*Please note that the emergency phone number in the classroom is 4444 to reach the police.*

*If the class phone is blinking red (no ringing) or you receive a blue alert, please let the instructor know immediately so she can obtain important safety information.*

Other Emergency Policies can be found in the QUICK REFERENCE GUIDE TO CAMPUS EMERGENCIES located online at: https://safety.tamucc.edu/uploads/Site/finalbooklet.pdf.
Course Schedule:

All dates, assignments, and evaluations are subject to change with advanced notice. Please pay attention to Blackboard (https://iol.tamucc.edu/) for updates. The times posted for deadlines refer to the time in Corpus Christi, Texas (i.e., Central Time Zone). Complete the following readings and assignments before the class in which they will be discussed or due.

Week 1: Thursday, August 30th*: In-Person Meeting

   Introduction and Overview of course themes and requirements

   Class Participation Event 01 and 02

Week 2: Thursday, September 5th*: In-Person Meeting

   Public Policy and Politics – K&F Chapter 1
   Appendix B B&P pages 155-163

   Class Participation Event 03 and 04

Week 3: Thursday, September 12th*: In-Person Meeting

   Government Institutions and Policy Actors – K&F Chapter 2
   Public Policymaking – K&F Chapter 3

   Class Participation Event 05 and 06

Week 4: Thursday, September 19th: Online Meeting

   Policy Analysis – K&F Chapter 4

   Required Writing Workshop for Assignment 1

   Class Participation Event 07 and 08

Week 5: Thursday, September 26th: In-Person Optional

   Part I Step 1-Step 8 B&P pages 1-82

   Class Participation Event 09
Week 6: Thursday, October 3th: Online Meeting

- Public Problems and Policy Alternatives – Kraft, Chapter 5
- Assessing Policy Alternatives – K&F Chapter 6

*Class Participation Event 10 and 11*

Week 7: Thursday, October 10th: In-Person Optional

- Part II, Part III, and Part IV B&P pages 83-139
- **Workshop for Assignment 2**
- *Class Participation Event 12 and 13*
- *Assignment 1 due (submit in Blackboard portal)*

Week 8: Thursday, October 17th**: In-Person Required

*Midterm Exam*

Week 9: Thursday, October 24th*: In-Person Required

- Economic and Budgetary Policy – K&F Chapter 7

*Class Participation Event 14*
Week 10: Thursday, October 31st: Online Meeting

Health Care Policy – K&F Chapter 8


*Assignment 2 due (submit in Blackboard portal)*

*Class Participation Event 15*

Week 11: Thursday, November 7th: In-Person Optional

Environmental Policy & Social Welfare Policy – K&F Chapters 11 & 9


*Workshop for Assignment 3*

*Class Participation Event 16 and 17*

Week 12: Thursday, November 14th*: In-Person Required

Education Policy – K&F, Chapter 10


*Perspectives on Politics, 3*(2): 285-299


*Class Participation Event 18*

Week 13: Thursday, November 21st: Online Meeting

Foreign Policy and Homeland Security – K&F Chapter 12

Policy Analysis and Policy Choice— K&F Chapter 13

*Assignment 3 due (submit in Blackboard portal)*

*Class Participation Event 19 and 20*
Week 14: Thursday, November 28th: No Class due to Thanksgiving

Thanksgiving Holiday

Week 15: Thursday, December 3rd (5th): In-Person Optional with Online Component

Workshop for Assignment 04 and Policy Analysis Paper on Tuesday, December 3rd

Policy Analysis Papers due before midnight on Thursday, December 5th (submit in Blackboard portal)

Week 16: Thursday, December 10th**: In-Person Meeting

Power Point Presentations to be given during Final Exam Date/Time Slot

*Denotes course meetings that are face-to-face in which attendance and participation count towards your course grade and are required.

**Denotes course meetings that are face-to-face in which attendance is required and major assignments are being completed during the class meeting.

Note: This syllabus is subject to change. Students will be notified of any changes via e-mail and the most recent edition of this course syllabus will be posted of the course Blackboard site. Syllabi are not original works solely written by Dr. Schuchs Carr and many elements of this syllabus have been adapted for my use from my colleagues, other universities, and additional professional resources.
Please complete this page and submit a PDF via Blackboard or hand in before the third class.

Keep a copy for your own records, too.

Syllabus / Contract Agreement

I, ________________________________, have read all of the pages of Dr. Schuchs Carr’s

(Print your name.)

Fall 2019 syllabus for PADM 5302.001: Policy Making and Public Administration and I fully understand

the expectations, rules, regulations, resources, and schedule explained in that syllabus.

I agree to abide by its conditions as well.

________________________________________
(Signature)

________________________________________
(Student Number)

________________________________________
(Date)